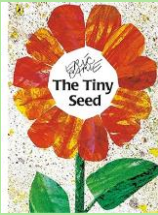
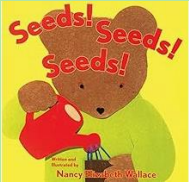
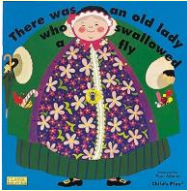
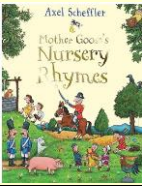
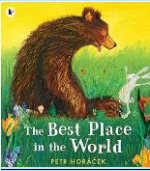
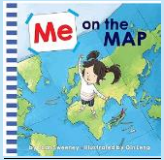
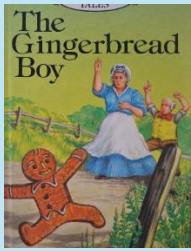
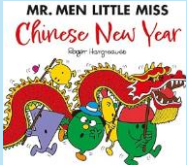
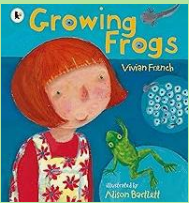
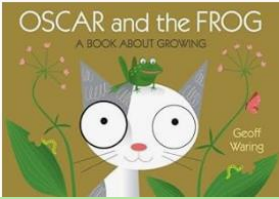
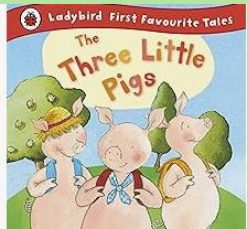
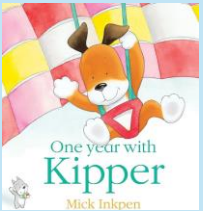
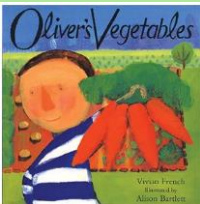
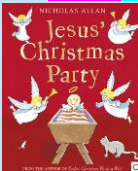
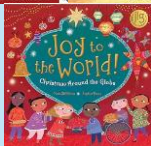
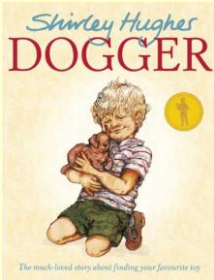
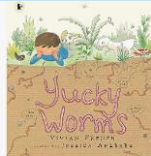
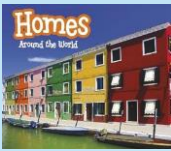
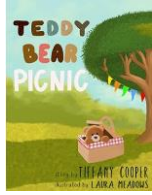
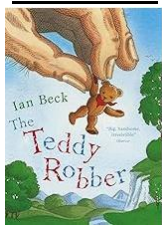
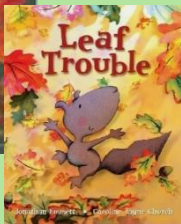
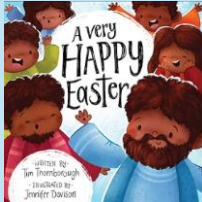


[illegible]

How are our families different? Diversity/Representation Fiction Heritage/ Archaic Language 	Hibernation Fiction Non-fiction  	Birds Fiction Non-fiction Hey Diddle Diddle   	Seeds Fiction Non-fiction  	Nursery Rhymes Heritage/ Archaic Language  	Where in the world? Fiction Non-fiction   <u>CBeebies - Where in the World? - Clips</u>
Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
Emotions Fiction Ring, O Ring Roses 	Traditional Tale  Fiction Heritage/ Archaic Language	Celebrations in other parts of the world Diversity/Representation Fiction Non-fiction Paper Lanterns Song, Lucky Envelopes Song (Twinkl) <u>How to celebrate Chinese and Lunar New Year 2026 for kids - CBeebies</u> 	Life Cycles Fiction Non-fiction  	Materials Fiction Heritage/ Archaic Language 	Memories Fiction 

Learning Journey 4	Learning Journey 4	Learning Journey 4	Learning Journey 4	Learning Journey 4	Learning Journey 4
Harvest Heritage/ Archaic Language Fiction  	Christmas Fiction Non-fiction    Twinkle Twinkle Little Star	Making Comparisons Fiction Heritage/ Archaic Language 	Changing Seasons Fiction Non-fiction   	Different Homes Fiction Non-fiction Diversity/Representation   	Garden Festival Diversity/Representation Fiction  
Learning Journey 5	Learning Journey 5	Learning Journey 5	Learning Journey 5	Learning Journey 5	Learning Journey 5
Leaves Fiction  			Easter Diversity/Representation Fiction 		
Autumn Term		Spring Term		Summer Term	
Show interest in new words introduced through variety of books shared and begin to use in own conversations.		Show growing interest in a wider variety of books including bringing books into play for a purpose e.g. cookery books home area, building information book in construction.		Can think, reflect and talk about what they have heard and seen in a range of books	

Show a strong attachment to particular books and growing love of stories and books Begin to make own books, e.g. family books and show understanding that words have meaning and work from left to right, top to bottom. Begin to remember and join in with book language e.g. story markers “once upon a time”, “one day” and anticipate what comes next. Look for, and join in with rhymes and repetitive phrases Notice letters from their name and an increasing number of common exception words. Children know that written print carries meaning including thoughts, ideas and feelings (through discussion/modelling) Show interest in new words introduced through variety of books shared and begin to use in own conversations.	Talk about and ask questions about different images, characters, and events in books. Distinguish between different characters by taking on voices, tones e.g. giant big booming Story telling – use language of story telling to tell simple story and ask for this to be scribed (Helicopter stories link) Act out stories through role play, small world play and puppets. Open book correctly, know how to turn pages – point to words left to right remembering how a book flows. Talk about the features of books including title, author, illustration and other features.	Curious to be introduced to new ideas in books and show understanding they can be used to make sense of the world. Distinguish between characters in stories, including diversity of characters and their experiences Show an instinctive sense of a developing story through questions asked or anticipation and prediction. Use and answer questions to improve understanding of what is happening in a story. Use an increasing range of words and phrases they have been introduced to through books which they do not normally hear in every day speech. Show an awareness of how to make the text come alive by using voices, exaggerated facial expressions and body movements to tell the story. Act out stories, including those scribed by other children through acting or puppets.
---	---	--